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## The Teaching of American Ideals—III

### CLARIFYING THE CONCEPT OF DEMOCRACY

By LOIS DILLEY

West High School, Rockford

As I began thinking about this course which was to use American literature as the source of American ideals and which was to make those ideals function in the classroom, I felt sure that both teacher and pupil should have two things clearly in mind from the start. In the first place, they should arrive together at a working definition for the term "American ideals" as they were to use it during the semester. Also, both teacher and pupil should be aware of the values which should result from organizing the semester's discussion around such a problem. The approach should seem purposeful to the pupil, who should be continually made to relate the ideas under consideration to his daily living.

Certainly if the course were to achieve more than an organized listing of American ideals and of the literature in which these ideals could be found, the term "American ideals" had to be strictly limited in scope. This preliminary limitation sharpened considerably the impressions left with the pupil, I found. In the first place, the class and I agreed that as good citizens of One World as well as of America, we must avoid the smug assumption that Americans are spiritual supermen, endowed with all the virtues ever held in esteem by any culture, just because our literature praises those ideals. That is, Franklin's pragmatic statement that

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EDITOR'S NOTE: This is the third in a series of issues of the *Bulletin* devoted to the teaching of American ideals. Two more articles will complete the series.

honesty is the best policy does not make honesty a peculiarly American virtue. Hence we decided to limit our ideals first to those dreams that are distinctively American.

We then decided that those ideals which are most American center upon the concept of democracy. I soon learned that the class understood very well democracy as a political philosophy; democracy as a way of life they had thought less about. We decided finally that we needed most to learn the meaning of democracy as it should be practiced in everyday relationships in the classroom and outside. The class agreed that such being our purpose, it would be fair to "grade" individuals on the degree to which our reading and discussion modified their attitudes, behavior, and ways of thinking in the direction of personal traits and abilities necessary in a democratic society.

At the close of the first semester, four students had discussed in an all school assembly various phases of the Junior Town Meeting question, "What does democracy really mean?" The speech on "Democracy in the School" had stimulated the most questions from the audience in the forum period and had been much discussed around school. This interest made an excellent starting point for our class analysis of the attitudes, behavior patterns, and skills needed in a democratic society which should be developing in an English classroom. Together we worked out an outline which the class agreed would be the basis for our periodic evaluations during the semester.

Throughout the semester, I put primary emphasis upon developing those skills needed by the individual if he is to be a contributing member of a democratic group. Certainly members of any democratic group must be able to make wise decisions and to be self-directing. However, I was very careful never to ask pupils to decide about something for which they had insufficient background unless they were given time to get facts on which to base a sound opinion or to consult experienced people. Although the class made many decisions about our procedure, they knew that we would not act upon irresponsible, snap judgments.

To develop techniques for clear thinking to significant ends, we spent much time early in the semester understanding the philosophy and learning the various forms of group discussion. Although the class was above average in intelligence and in study habits, at first they were quite unwilling to do more than make dutiful, undeveloped "answers" remembered out of their reading. To propose topics for discussion which forced them to apply the ideas underlying their reading, to expect them to use the acquired

information in their thinking, was to invite an un-understanding silence. I found that centering assignments for discussion upon some problem which helped the pupil relate his reading to life-needs helped him toward interested and original thinking based on facts. Some of these problem-solving units, which made up our course, will be described later.

Discussion is also democracy in action. It obligates the person to express his point of view; to listen with an open mind to everyone's opinion, analyzing it for whatever of truth it may contain; and to cooperate in the group quest for the best solution for the general welfare. In the cooperative atmosphere of group discussion, even pupils conditioned to competitive debate become more open-minded and try to win consideration for their ideas by sincere thinking and clear expression. As discussion represents scientific thinking and demands democratic attitudes, we used it as our chief classroom procedure.

If a class or a nation is to be ready to govern itself well, it must be able to get information through critical reading or critical listening and to use that information in logical thinking toward the solution of its problems. Since training in reading the newspaper seems the most direct way to those two important ends, we spent two weeks early in the semester in newspaper study. Because some newspapers, like some speakers, are not entirely reliable sources of information, the good citizen must be alert to tricks and devices used to influence opinion unduly.

The class learned first that the news story should be an unbiased reporting of facts, with no underlying assumptions, inferences, judgments, or opinions. Since choice of words can color a story, completely distorting the truth, we made a study of the difference between words which are purely *informative*, stating facts objectively, and those which are *affective*, revealing the writer's feeling or bias and intended to influence the reader to think or act as the writer wishes him to. Preliminary exercises were used to train the pupil to distinguish between sentences which report facts objectively and those which make assumptions or pass judgment. For example such pairs as these are analyzed:

1. He was disgustingly drunk last night.

2. He staggered as he entered the room, and his speech was thick.

To make the class more critical readers and listeners, pupils wrote supposedly factual reports of something which they had experienced or observed first hand. Including only what can be verified—excluding all opinions, interpretations, and judgments—they found very hard but very revealing. As a final exercise on the

news story, each pupil brought a story in which he had underlined words which were colored or slanted to influence the opinion of the reader.

Editorials, the class found, demand even more of the writer and of the reader—they require straight thinking about vital problems. The following outline was used first as an aid to detecting “crooked thinking” in the editorials read and in the students’ reactions to them, but it served all semester to keep us aware of common errors in thinking:

- I. The straight thinker keeps an open mind until he has an adequate basis of information on which to form an opinion.
  - A. He begins his thinking with the problem, not with the answer.  
Is there a need for a recreation center in Rockford? and not  
There is a *tragic* need for a youth center!
  - B. He examines all sides of the question honestly and completely, without letting himself become emotionally committed to defend a certain side.
  - C. He examines his own reasoning and that of others for “crooked thinking”:
    1. Stereotyped thinking—what he’s heard “everybody” say
    2. Wishful thinking—what he wishes could happen, but not necessarily what should happen
    3. Signal reactions—conclusions reached instantaneously, usually as a result of bias built up in the past—an emotional, not a thinking response
    4. Name calling—pinning labels on people or situations without sufficient basis in fact, usually to smear them
    5. Rationalizing—inventing plausible reasons to explain behavior which we do not wish to admit is unworthy of us
- II. He avoids glittering generalizations not based on fact or reasoning.
  - A. He avoids proving something by the use of high-sounding generalizations.
  - B. He avoids drawing conclusions from too few facts or instances.
  - C. He backs up all generalizations by specific illustrations.
- III. He avoids “canned thinking.” Proverbs and the like are usually only half truths; they can not form a sound basis for thinking or for expressing an opinion.

With this background, the pupil is asked to write an editorial on some school problem on which he feels strongly. He is directed to begin his thinking with the problem carefully phrased as a question, to weigh all sides of the problem and all possible solutions, and to back up his generalizations by adequate facts and reasoning. These same skills will be emphasized in his reading and in his thinking throughout the semester.

As I have indicated, much time was spent during the semester in developing attitudes and skills necessary if a group is to work together democratically toward significant ends. By the end of the semester, I felt that each member took somewhat more seriously

his obligation to contribute to the group as best he could, that the class was more open-minded and articulate, and that the students were able to deal with ideas rather than just with memorized fact.

The reading during the semester was chosen to bring out certain concepts regarding our democratic society as they could be seen in human terms in the literature selected. Our planning had to take into consideration previous units in our course of study. For instance, as sophomores, when they read *George Washington Carver* and *The Races of Mankind*, these pupils had been given the concept basic to our democracy that our culture is richer and more colorful because it has been built by the contributions of people from many races and many nations. In their study of American literature the first semester, they had considered the effect of our size on the American Dream; and as they read *Regional America* and *Ethan Frome*, they had discussed the effects of past history, tradition, and environment upon the people in the various regions of the United States, the problems caused by such variety, and the need for inter-regional understanding. Through reading biographies and biographical excerpts, they had seen the great variety of vocational opportunity in America and had considered what democracy expects of a person if he is to be called a "success in life." Through their readings in early American literature, they had evaluated the Puritan influence upon our culture as well as that of the materialistic Yankee type represented by Benjamin Franklin. Upon these concepts plus those being taught in United States history, with which the department of English has a loose inter-relation, I felt that I could build.

Our first reading explored the theme Democratic Living in the Home and School. Short stories which illustrated in human terms the principles of a good home and school life were selected from textbooks and some available collections of American short stories. In an attempt to modify attitudes undesirable for democratic living, I tried a simple form of psycho-drama in which pupils improvised dialog to fit characters in the stories read but continued the situations beyond those given in the story. Often real insight was given, I believe, by asking a pupil with too little social sensitivity, for instance, to think and act and talk as would the girl who had been hurt because at a dance she had overheard laughing comments about her home-made dress, or by having a boy inclined to be too domineering play the role of the victim of the neighborhood bully.

Early in the semester, too, we read Rølvaag's *Giants in the Earth* as an illustration of the democratizing effect of border life

on our civilization. In *Per Hansa* we have free enterprise at its best as he shows what individual initiative and planning can achieve for the individual, not at the cost of the group of which he is a part but for its eventual benefit. At the end of the book, we concluded that many pioneer traits are necessary in a democracy and that although our physical frontiers may have been settled, there are still many frontiers of another sort which must be conquered if the American Dream is to be realized to the full. Those conclusions suggested the theme for the next book report; as soon as pupils finished *Giants in the Earth*, they were given a list of books about "Modern Pioneers" from which to choose one they would like to read.

*Giants in the Earth* likewise presents an excellent starting point for discussion of personality types, particularly in their relation to group membership. *Per Hansa* represents many of the weaknesses and certainly the strength of the extroverted personality, and *Beret* shows in poignant reality the tragic consequences of too great introversion. After these two types had become clear in terms of the characters in the novel, I gave the class a personality test worked out at the University of Denver by Dr. Elwood Murray. This test enables the individual to see the degree to which his personality encourages satisfying relations with others; it shows the degree of introversion, extroversion, ego-centricity, and objectivity. One learns from the test that everyone has some tendencies toward introversion and some toward extroversion, but that warm and satisfying relations with others are possible for either the extrovert or the introvert unless he is too egocentric. I felt that the class was much interested in this self-evaluation and that it had a beneficial effect upon the behavior of many students.

So interested had the class become in personality building that they decided for a later report to read some of the many books of this sort written especially for adolescents. At the beginning of the unit, we worked out these questions for which the reading might provide the individual with answers:

1. What kind of person do I want to be?
2. Am I making the most of my potentialities?
3. How can I become charming and interesting to others?
4. How important are manners and etiquette?
5. What can I do to overcome shyness and self-consciousness??
6. How can I avoid being a bore?
7. What are the qualities of a well-rounded person?

Also, at the time of our newspaper study, the class had grown

interested in foreign correspondents and especially in war correspondents. In an attempt to study the great and significant changes which had come about during World War II in the privileges allowed war correspondents and in their attitudes toward the men and events they were covering, everybody read one of the books written by a war correspondent to interpret what he had seen. The pupil was urged to think of these changes which gave more freedom to the press and more glory to the plain soldier in the light of censorship and propaganda practices enforced in totalitarian nations and with their attitudes toward war and the common soldier who fights it. These questions were made as a guide for reporting on the book to the class:

1. In one or two sentences explain exactly what is covered in the book you read. On a map point out to the class the exact area involved.
2. Mention briefly what you consider the three most important incidents reported and explain why you think them important.
3. Discuss fully two things which impressed you most as you read the book and thought it over afterwards.
4. Who is the correspondent who wrote it? How did he get the facts? How much did he share in the action and in the danger?
5. What sort of picture does he give of war? Does he make war an exciting, glamorous adventure? What is his attitude toward the average soldier? Illustrate.
6. Does the author emphasize the reasons for which we were fighting? What is his attitude toward the enemy?

For another outside report, the class decided to read books which showed what things America has believed in strongly enough to fight for them. From books about the wars in which we have engaged, we might get those ideals in which Americans have always believed, the group reasoned. The following simple outline was to be a warning that the report must not degenerate into a simple narrative of the contents.

1. About what war have you been reading? Give the approximate dates of the story.
2. For what things were the soldiers fighting in the book you read? Answer specifically in terms of the people in the story.
3. What difficulties had to be worked out at the end of the war? Answer specifically in terms of the characters in the story.

A final reading unit which the group did as a whole had as its purpose developing an interest in and an appreciation of the simple everyday things which adolescents often overlook as sources of pleasure. We started with *Our Town*; read a good deal of Thoreau and Emerson, including *Youth's Captain*, a biography of Emerson by Hildegard Hawthorne; and read and listened to

much poetry of the Vachel Lindsay-Robert Frost type. Of all the units I think it was least influential as it is very difficult to counteract the teen-age love of commercial entertainment, of thrill and excitement, and of material show.

When one is dealing with goals as intangible as have been those for this course, one is bold indeed to attempt to list achievements. One sees instances of modified attitudes; but is the change lasting? One grows discouraged over no change that is obvious, but perhaps with goals of this sort, evidence of change comes slowly. I was most pleased to see the group develop an interest in ideas and an ability to discuss them more intelligently. I hope that I will have some of the students in class again to see to what extent they have matured.

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### OF INTEREST TO COLLEGE TEACHERS

A permanent Conference on College Composition and Communication has been organized as a group within the National Council of Teachers of English. Basic purposes are: (1) an informal quarterly magazine, *College Composition and Communication*, for the exchange of information, ideas, plans, methods, research; (2) a fall meeting at the NCTE convention; and (3) a spring meeting. Membership is open to all members of the National Council of Teachers of English; Conference dues are \$2.00 a year and payable to the Treasurer, W. Wilbur Hatfield, 211 West Sixty-eighth Street, Chicago 21, Illinois.

The spring meeting, open to all teachers who are interested, will be held at the Stevens Hotel, Chicago, on Friday and Saturday, March 24 and 25, 1950. Planned are three general sessions; fourteen workshops on aspects of administration, curriculum, and teaching; and three discussion groups, for those not attending workshops, on individualization of training, audio-visual aids, and group dynamics.

Professor C. W. Roberts, former editor of the *Illinois English Bulletin*, will be the editor of the new magazine.

## AN EXPERIMENT WITH A STUDENT-DIRECTED CLASS

By GEORGE R. COX

Leyden Community High School, Franklin Park

### *Introduction*

This is a report on an experimental class in English XI, which traditionally has been American literature. In two distinct ways we departed from tradition. We used American ideals as primary objectives, and we shifted method by using the student self-direction suggested by the New School at Evanston Township High School.

When we embarked on the experiment of teaching American ideals, we found that the college preparatory sections desired to hold with a more formal consideration of American literature, and we decided to try the experiment in a class of low ability which was eager for any change and in which we were not accomplishing very much anyway and so had little to lose in the event of failure.

We are grateful to Mr. H. L. Ylvisaker, Principal of Leyden Community High School, Miss Ruth Stickle, Chairman of the English Department, Mr. Wade Steele, Assistant Principal, and Mrs. William F. Templeton of Oak Park for their complete co-operation and many helpful suggestions. Data on the school are from a report by Mr. Henry Kennedy, Dean of Boys. The class was taught by Miss Mariette Murphy, and the author of this article made the preliminary contact with the committee and observed the class in operation through the semester.

### *The School*

Leyden Community High School in Franklin Park, Illinois, has a student enrollment of slightly over 1,000 boys and girls from several small west suburban villages which consist largely of new low-cost housing developments built in the last ten years. The school area had a population of less than 10,000 ten years ago and has over 20,000 today. The people are employed generally in diverse small local industries, railroading, farming, and personal and public service, and a small number in business and professions, commuting to the city.

The national origins are widely varied but largely second, third, and fourth generation European. In 1947, they were 31% German, 16% Italian, 9% Irish, 8% Scandinavian, 8% English and small numbers of Dutch, French, Bohemian, Danish, Greek, Hungarian, Spanish, Mexican, Jewish and others. There are no Negroes.

The students in 1947 professed to be 43% Catholics, 3% with

no religion, and the remainder Protestant. More than half the parents (54%) had no education beyond elementary school, fewer than 8% had any college, and only 2% of the parents were college graduates.

### *Analysis of the Class*

This is the lowest of seven sections in English XI, sectioned on the basis of I.Q., reading test scores, and the judgment of English X teachers. These students are all below the median for Leyden High School (which is below the median for all schools) in reading ability as reported by the Illinois High School Testing Service, except three boys who are in the class by accident of schedule convenience. Only four of the students are above the median in writing correctness.

Illinois High School Testing Service scores follow. All the scores are percentile rankings, the total score being a combined language and non-language I.Q. score; there are two reading scores, one on material in physical science and the other in social science; the fourth figure is a writing correctness percentile.

**TEST PERCENTILES**

Pupil Number	Total	Reading		Writing
		Phys.	Soc.	
1.....	31	43	47	18
2.....	71	51	36	27
3.....	54	28	68	57
4.....	65	86	41	11
5.....	01	03	12	01
6.....	10	15	25	70
7.....	53	21	52	11
8.....	03	10	47	08
9.....	25	28	47	13
10.....	59	00	00	70
11.....	....	....	....	....
12.....	40	01	25	43
13.....	....	....	....	....
14.....	14	10	01	03
15.....	12	03	36	01
16.....	14	03	06	18
17.....	50	58	47	09
18.....	16	06	16	24
19.....	80	64	52	52
20.....	05	64	73	18
21.....	07	51	63	43
22.....	03	03	06	08
23.....	02	01	04	05
24.....	03	64	20	02
25.....	11	36	25	31
26 (dropped).....				
27 (dropped).....				

*Description of the course*

This group began the second semester trying to form objectives in terms of American ideals. The teacher put such questions as "What is good about our country?" "What is the best form of government?" "Is our government ideal?" "Are we as people ideal?", and from these developed a definition of the terms "democracy" and "ideals."

It was decided there were ideals for individuals, families, communities, cities, counties, and states as well as for the nation. These were seen to overlap as the list of ideals began to be formed. The list included peace, tolerance, equal opportunities for all, better distribution of wealth, adequate labor laws, less political corruption (elections were burning issues), better representation and participation of all the people, and Roosevelt's four freedoms.

The class was put on its own to decide what to study and how to study it in the "new school method." What better way to study "American ideals" than in the most democratic way possible? A chairman, a secretary, a parliamentarian and a social secretary were elected, and the class started falteringly on its way. There was considerable lost motion in this organization, and it all took time and endless patience on the part of the teacher.

As part of the core organization came the setting up of committees, including social, legislative, objectives, and planning. Each committee met as a group in one part of the room for about half a period for several days, after which the committee chairmen made reports to the general group.

The objectives group established goals under the four communication skills. The planning section presented suggestions for five units: (1) Marriage (2) Sports (3) World affairs (4) Vocations (5) Juvenile delinquency. The class chose by vote to work first on vocations. The next step was to decide on what are the vocations and the classification of jobs. After some discussion a report was drawn up and duplicated. Each student chose to report on a certain vocation. Then an outline was drawn up to guide each student in research and in reporting. Reports were scheduled, and the students held rigidly to the schedule (in only two cases were reports not made on time).

Several class periods were spent with the whole class in the library. The teacher aided in use of the card catalogue, reference files, *Reader's Guide*, and other reference materials. After a few days' work part of a class period was spent drawing up a general reference guide. Then standards for judging reports were prepared. The reports took about three weeks' class time and in the

judgment of the teacher and several other teachers who visited, they were much better than could have been expected from the same students under any other conditions. In the early part of reporting the teacher became discouraged with the floundering and loss of time, and a set of notes for improving the procedure was adopted at the teacher's suggestion.

For the second unit, the class took up teen-age problems. They decided they were tired of reports and that their objectives would have to be reached another way. A plan of general discussion with good parliamentary procedure was agreed upon. The students began to realize the need for more writing practice, and they decided to have, twice weekly, written quizzes based on these discussions. One committee was set up to prepare the quizzes and another to mark and score them. The students became quite critical of their own and one another's written answers to questions, and the marking committee used many red pencils in extra-class time marking papers. The teacher called attention to ways in which the writing could be improved.

The class recreation committee led several discussions on plans for parties, dances, etc., but many conflicts in the school program were obstacles. They finally planned for and showed a full-length feature movie, charged themselves and other juniors 25 cents to pay for it, and made a profit. They chose to have *Guadalcanal Diary* in keeping with the American ideals theme and left a sum of \$25.00 for next year's "core group" to have a feature film.

Late in the year, in the midst of the teen-age problem unit, Mrs. Templeton, our adviser, suggested making a recording of a class session for reporting to the Teachers' Committee on American Ideals. The group accepted this assignment with enthusiasm and spent two periods planning their discussion and made what I believe we all felt was a very interesting recording. It showed their ability to conduct a meeting under good parliamentary procedure, and the participation by all the students including the most backward was amazing. They discussed their semester's work very sensibly, though the many speech faults were sometimes disturbing to teachers who heard the recording. I believe, however, that listeners would not have realized this was a performance by a very retarded group if they had not been told.

### *Evaluation of the experience*

The students in the class were almost unanimously enthusiastic about the success of the class. A very strong group-loyalty developed toward what they called "Our Core English Class," and

their pride in their ability to operate their own class democratically was almost touching. The few who were critical of its success realized that the group had actually covered a small amount of content and that they had not studied the same types of material that other English XI classes had. There was a vague feeling on the part of all students that "perhaps we did not get much done, but we could do better another time."

Typical favorable comments on the work from students were:

"This is the first time I ever got to study what I wanted to in English class."

"This is the easiest class I ever had because we only did what we wanted to but I did more work than in lots of other classes too."

"I never had the nerve to speak up in class before and say what I wanted to."

"We found out that lots of kids who never had the nerve to speak up in class before had some good ideas on things."

"We learned a good deal about parliamentary procedure and how to run a meeting and we had better behavior and more attention in class than when the teacher was running everything."

"I found out that other kids had much the same problems I have and some worse. We helped each other work out many problems."

Mr. Wade Steele, Assistant Principal, who is directing our school's curriculum revision, visited this class several times and endorsed the student direction technique enthusiastically. He and other teachers who visited from time to time were impressed with the active participation of very backward students.

Little response was heard from parents except in two cases, one of which was enthusiastic in praise and the other negative because the parent expected the child to have more drill and more homework and thought there must be something wrong because his child liked the class.

Miss Murphy, the teacher, reports that she was pleased with the high class morale and the growth in oral participation and leadership of many backward students. She realizes fully that not enough improved writing skill was gained, that there was a great loss of time in the faltering beginnings in mastering the process of conducting their own sessions, and that students did not cover much of the same types of material that we have used in other English classes. An attempt was made to interest them in *Our Town*, the play we study in other English XI classes, but after seeing the movie, this group had almost no further interest in it. Perhaps much of the material we study even in a liberal curriculum

that long ago dropped *Silas Marner* and *The Tale of Two Cities* in favor of *Green Grass of Wyoming*, *Seventeenth Summer*, and *Mutiny on the Bounty*, does not meet too well the test of what the students themselves really want.

A class committee in several sessions with the teacher made out an evaluation check sheet which composed a main part of their final exam. The results of this check sheet are appended.

Here at Leyden we thing well enough of the self-directing method to extend it in modified form and with reservations to all English classes. And we believe that the American ideals are certainly paramount among the objectives we must strive to reach in English XI or American literature.

#### EVALUATION SHEET

(Each student was asked to evaluate his own progress and that of one other person in regard to the eighty-seven criteria listed below. The figures quoted represent a summary of the results.)

	My Own Progress			Other Student's Progress		
	Exceptional Progress	Fair Progress	No Progress	Exceptional Progress	Fair Progress	No Progress
1. Ability to understand self and the reasons why you act as you do.....	4	19	1	7	16	1
2. Understanding of your good points and your weak points .....	7	17	0	7	14	3
3. Ability to act naturally.....	6	16	2	12	8	4
4. Ability to express your ideas.....	12	10	2	11	12	1
5. Ability to make people understand you as you really are .....	5	15	4	8	15	1
6. Desire to act with the group.....	10	9	5	9	15	0
7. More sense of responsibility to the group.....	5	16	3	10	10	4
8. Ability to see the need for planning.....	10	12	2	8	13	3
9. Ability to plan.....	4	17	3	8	12	4
10. Ability to find materials.....	5	15	4	8	12	4
11. Ability to use materials.....	3	19	2	8	13	3
12. Ability to make friends.....	9	13	2	10	11	3
13. Knowledge of the opposite sex.....	8	13	3	11	9	4
14. Ability to see the importance of home and family life .....	15	7	2	13	9	2
15. Ability to appreciate the members of your family.....	12	11	1	12	8	4
16. Ability to understand the weaknesses of members of your family.....	14	9	1	10	12	2
17. Ability to make your home and family better....	4	13	7	9	11	4
18. Ability to understand your community.....	2	15	7	4	15	5
19. Feeling of belonging to your community.....	6	15	3	5	16	3

	My Own Progress			Other Student's Progress		
	Exceptional Progress	Fair Progress	No Progress	Exceptional Progress	Fair Progress	No Progress
20. Ability to see the importance of school clubs....	7	11	6	6	16	2
21. Ability to see the importance of church groups	10	13	1	8	15	1
22. Ability to keep down inner urges for the good of the group.....	5	13	6	5	18	1
23. Made you think about your attitudes.....	7	14	3	7	15	2
24. Made you change some of your attitudes.....	9	10	5	11	9	3
25. Has helped you to solve some of your personal problems.....	9	8	7	7	14	3
26. Has helped you to fix a definite goal in life.....	9	8	7	5	15	4
27. Has helped you to fix a definite goal in school	7	10	7	5	13	6
28. Has made you realize that groups must co-operate.....	18	6	0	13	10	1
29. Has made you willing to act for the good of others.....	8	15	1	6	14	4
30. Has made you more honest in seeing the other fellow's point of view.....	10	12	3	8	13	3
31. Has made you want to act with more fair play in your own life.....	10	11	3	6	15	3
32. Has made you more honest as far as possessions are concerned .....	11	9	4	7	13	4
33. Has made you want to think clearly in order to convince others.....	9	12	3	10	11	3
34. Has given you the courage to stand for what you think .....	15	7	2	11	12	1
35. Has made you carry out what you think.....	8	13	3	8	11	5
36. Has developed some loyalties.....	8	13	3	10	12	2
37. Has made you more mentally alert.....	12	10	2	10	11	3
38. Know how to attack problems better.....	10	10	4	8	12	4
39. Know how to analyze problems better.....	9	12	3	7	14	3
40. Know how to gather material better.....	11	11	2	7	15	2
41. Know how to organize material better.....	9	12	3	10	12	2
42. Know how to check your opinion against fact....	6	15	3	5	17	2
43. Better realize the importance of statistics.....	12	9	3	8	15	1
44. Know when conclusions are worthwhile.....	7	12	5	9	9	6
45. Able to recognize conclusions not supported by facts.....	7	11	6	8	13	3
46. Recognize that one authority may be more worthwhile than another.....	15	9	0	13	9	2
47. Ability to distinguish a fact from a supposition	8	12	4	7	14	3
48. Ability to stay on the subject in discussion.....	3	13	8	3	13	8
49. Ability to recognize prejudice and emotional appeal.....	8	11	5	8	13	3
50. Ability to communicate with others through speaking.....	12	8	4	12	12	0

	My Own Progress			Other Student's Progress		
	Exceptional Progress	Fair Progress	No Progress	Exceptional Progress	Fair Progress	No Progress
51. Ability to express ideas better in writing.....	10	10	4	10	11	3
52. Ability to feel better after airing feelings in discussion.....	14	9	1	13	11	0
53. Ability to feel better after airing feelings in writing.....	6	12	6	10	11	3
54. Wider reading of newspapers.....	8	10	6	7	13	4
55. Wider reading of magazines.....	9	8	7	7	15	2
56. Wider use of books in library.....	7	11	6	8	10	6
57. Wider use of the card catalogue.....	10	5	9	8	9	7
58. Wider use of <i>Reader's Guide</i> .....	9	8	7	7	15	2
59. Wider use of radio material.....	7	12	5	10	11	3
60. Wider use of motion picture material.....	13	7	4	9	13	2
61. Wider range of interests.....	11	13	0	12	11	1
62. Ability to better achieve what you would like to achieve in this course.....	7	14	3	8	13	3
63. Awareness of the beauty around you.....	6	14	4	4	16	4
64. Ability to enjoy reading more.....	9	11	4	8	14	2
65. Ability to better understand art.....	5	8	11	4	13	7
66. Ability to appreciate music more.....	8	10	6	6	12	6
67. Ability to understand human nature better.....	9	14	1	10	12	2
68. Increased joy in sharing with others.....	10	12	2	8	16	0
69. Ability to sense the difference between right and wrong .....	12	11	1	13	11	0
70. Awareness of the problems of others.....	11	12	1	10	10	4
71. Growing sympathy and consideration for others	14	10	0	8	12	4
72. Increased practice of politeness.....	6	15	3	6	15	3
73. Ability to handle social situations.....	5	14	5	6	17	1
74. Awareness of the value of good physical health	15	6	3	12	11	1
75. Awareness of the value of good mental health	13	11	0	9	14	1
76. Development of better work habits.....	9	11	4	6	15	3
77. Ability to budget time.....	7	11	6	7	11	6
78. Realization of value of using time to the utmost	6	12	6	9	13	2
79. Willingness to work alone.....	8	13	3	8	13	3
80. Realization of the importance and responsibility of working in committees.....	9	12	3	11	11	2
81. Understanding of different vocations.....	13	11	0	12	12	0
82. Analysis of your personal traits for job-getting	9	15	0	9	15	0
83. Analysis of your knowledge for job-getting.....	10	12	2	9	14	1
84. Ability to buy wisely.....	9	13	2	8	16	0
85. Understanding of democracy as a social ideal for America and the world.....	13	10	1	15	8	1
86. Understanding of parliamentary procedure.....	15	6	3	17	5	2
87. Willingness to exercise duties of citizenship.....	13	10	1	13	10	1